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ABSTRACT

A total person-concept program combined the development of vocational, communication (English), living, and leadership skills in persons of limited English proficiency. The program, which included vocational, English language, and leadership development classes, had as its objective providing participants with new experiences to develop career/vocational skills and upgrade social and moral values for a better psychosocial adjustment in the community. Courses in Basic Skills, English as a Second Language, High School Equivalency, and Spanish as a Second Language were offered at the Roberto Clemente Community Education program, while vocational courses were offered at the Center for Occupational Education Experimentation and Demonstration (COED). Over 400 monolingual Spanish and English and bilingual persons participated. Ages ranged from twelve to fifty-eight. Findings indicated a need for these programs in the Greater Newark area and for bilingual teachers. It was shown that the learning of a trade can be used simultaneously as a tool to teach more English. (Extensive appendixes include a competency profile for vocational teachers instructing limited-English or non-English speaking students, English/Spanish glossaries of medical and automobile and automobile-repair terminology, and an English/Spanish Student Career Interest Profile.) (YLB)

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SEMG 865

FINAL REPORT

OF

MULTI-CULTURAL ETHNIC TOTAL PERSON DEVELOPMENT

FOR THE

LIMITED ENGLISH PROFICIENT

1979-80

Center for Occupational Education Experimentation and Demonstration

223 Broadway
Newark, New Jersey
(201) 648-2475

Projector Director
Richard R. Phillips, Director of COED

Report Submitted by
Zobeida K. Roan, Projector Coordinator

OE 026 365

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project Duration:

July 1, 1979
Beginning Date

June 30, 1980
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

MULTI-CULTURAL ETHNIC TOTAL PERSON DEVELOPMENT FOR THE LIMITED ENGLISH PROFICIENT
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES

CENTER FOR OCCUPATIONAL EDUCATION EXPERIMENTATION AND DEMONSTRATION (COED)
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MULTI-CULTURAL ETHNIC TOTAL PERSON DEVELOPMENT
FOR THE
LIMITED ENGLISH PROFICIENT

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IDENTIFICATION NO. SEMG 865 AMOUNT FUNDED $44,229

FUNDED UNDER SECTION 132 OF P. L. 94-482

PROJECT TITLE: MULTI-CULTURAL ETHNIC TOTAL PERSON DEVELOPMENT FOR THE LIMITED ENGLISH PROFICIENT.

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Center for Occupational Education Experimentation and Demonstration

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

The total Person concept was proposed in order to provide an exemplery and innovative program of effective vocational/technical education, English and living skills for persons of limited English proficiency. In combining the development of vocational, communication, living and leadership skills the project has enhanced the participants ability to obtain and hold jobs, embark on satisfying and rewarding careers, become self employed and assume a meaningful role in society. The program included vocational classes, English language classes and leadership development classes.

Classes were held in the evenings for out of school youth and adults. Conducted at COED.

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For their cooperation in obtaining funds for the Project Year 1979-80:

Brendan Byrne — Governor

Miguel Fernandez — Special Assistant to the Governor

For their technical assistance:

Angel Carrion

Edwin Gutierrez

Alfredo Rivera

Mr. Robert Reagan, who worked many evenings without pay and Who thru his camera perpetuated the project in pictures.

Mr. Richard R. Phillips, who gave of his time to meet with students, teachers and the community in general.

To the teachers who went one step beyond:

Hernan Gutierrez

Francisco Baez

Celida Valentin

Catherine Ramirez

Miguel Sanabria

INTRODUCTION

This report presents views of the planning, development and implementation of the Multilingual/Cultural Ethnic Total Person Development Project funded under Section 132 Public Law 94-482 by the Division of Vocational/Career Preparation of the Department of Education of the State of New Jersey, and implemented at the Center for Occupational Education Experimentation and Demonstration of the State of New Jersey the Experimental arm of the Division of Field Services.

The project was established in recognition of the fact that in the Greater Newark area there is a vast number of persons whose primary language is not English and who are in dire need of an effective program of vocational education that combines language and trade skills;in order to obtain and hold jobs.

The total funding received for the one year program was $44,229 granted for the school year 1979-80

PROBLEM

In the History of the United States, as Oscar Handlin points outs in his book The Uprooted, is a history of immigration. From the very beginning there were always those who belonged and those who did not. Most Americans who are the, "ins" now were the "outs" of yesterday.

Most of us do not want to remember that we ourselves or our parents or grandparents were newcommers. That then we too were diferent, that we too looked, acted, and sounded strange to those around us. That we were the object of fear, hate, and suspicion.

This cycle has been repeated with every wave of new comers throughout the history of the United States.

In the State of New Jersey there are thousands of persons, children and adults whose Limited English proficiency have kept them from benefitting from vocational/career preparation programs; because they come from environments where the dominant language was other than English.

To demand fluency in English before the student starts training is to prevent a large portion of the population from obtaining the benefits of vocational/career skills training. Applicants who do not speak English are <u>at best</u> enrolled in English as a second language classes.

Due to their Limited English proficiency these persons, cannot enroll in regular vocational programs; are relegated to menial jobs in which they cannot realize their full potential.

The Limited English proficient population of the greater Newark area is in deseperate need of sound vocational training. The population of the area, including West Hudson, Union and Lower Passaic counties, has large numbers of unskilled, unemployed, economically and educationally disadvantaged youth and adults; while the business sector is demanding a large number of skilled bilingual workers in its many operating areas.

OBJECTIVES:

A. General Objective:

To provide new experiences which will enable the participants to further developtheir Career/Vocational Skills and upgrade their social and moral value for a better psycho social adjustment in their communities.

1. That persons involved in the program will attain sufficient skills to became employable in an entry or higher position in their field of studies.

2. To increase the accessibility of Vocational Career Education for persons whose primary language is other than English.

3. To provide training in areas which will enhance the participants' possibilities of obtaining and holding a job.

4. To contribute towards community enrichment by recruiting, counseling and training, thereby materializing community potentials toward the attainment of a higher socio-economic living standard.

5. To provide Vocational/Technical Language Conversational Skills in English to speakers of other languages.

6. To develop liaison between business and program participants.

7. To revive cultural pride thru exchanges: using foods, folklore and crafts presentations.

8. To make available to the community (considered economically and socially disadvantaged) the opportunity to develop their interest, abilities, skills and

9. To offer courses which will help in the development of leadership qualities.

10. To offer courses leading to a General Education Diploma, (GED).

11. To foster and promote esteem and respect for Vocational/Technical Education, is as important as Traditional (Academic) training.

12. To assist in the placement, further training and/or stimulate academic education.

13. To make available result materials and other program information to any interested group.

RELATED RESEARCH

During tha past two decades there has been increasing recognition on the national policy level that much delinquency and crimes stem from the consequences of social political, economic and educational inequality rather than resting solely on a base of individual pathology and personal failure.

Studies show that in dropping out of school before graduation young hispanic drop-outs lack the educational background for college and because of their language and cultural limitations they are forces to seek employment.

A study conducted by the New Jersey State Puerto Rican Congress indicates that approximately 62% of Hispanic students read below grade level, (as compared with 38% black students and 7% white students).

During the school year 1978-79 applicants for entrance in to the training programs at the Center for Occupational Experimentation (COED) were asked to answer a number of questions out of which the following statistics were drawn.

92% do not have a High School Diploma

28% cannot communicate simple messages in English

13% cannot communicate in English or in the primary language

This phenomenon occurs when recent arrivals move into a predominantly black neighborhood. The process of adapting English words to situations while speaking in the primary language therefore a sentence such as the following can be heard:

"My man ax que mi piquee the wheels pa'l wed."

"My boss asked that I come to pick up the car for the wedding."

A young adult who is unemployable (lacking marketable skills), will eventually become a burden of the State by entering the welfare rolls. These persons will be labeled as failures and this labeling process, coupled with the fact that they are not accepted into vocational/career/technical training programs, will continue to be a self fulfilling prophecy.

PROCEDURES

On October 12, 1979 the project director was advised that funds for the implementation of the program had been appropriated.

Since community interest, shown throughout the previous summer had increased; newspaper articles, calls to community agencies, state and local agencies; television announcements and radio spots were sufficient to announce that the classes would open on October 15, 1979.

The instructors, which had been interviewed pending approval of the funds, were called and registration and first day of classes began on October 15, 1979. Because of the uncertainty in program funding some instructors had obtained other positions. Four hundred and eight persons registered for the (14) fourteen classes during the first week of registration.

Each applicant for entrance into the program was interviewed by the project coordinator and the following was ascertained:

a. educational background

b. vocational interest

c. level of competency in English

d. each individual assessed her/him self

Persons whose vocational interest was other than the skills training being offered were referred to other educational institutions when possible.

Holding talks with the Community Education Program at Roberto Clemente School, (located two blocks from the Center), days and hours were established for a joint program.

Roberto Clemente Community Education program offered courses in:

1. Basic Skills

2. English as a Second Language

3. High School Equivalency

4. Spanish as a Second Language

The Center offered courses in:

1. Auto Mechanics
2. Boiler Operations
3. Coping Skills
4. Dental Laboratory Technician
5. Electronics
6. Health Occupations
7. Medical Laboratory Technician
8. Secretarial
9. Keypunch
10. Drafting
11. English as a Second Language
12. Refrigeration and Heating
13. Small Business Administration
14. Introduction to Data Processing

PARTICIPANTS

The participants of the program included:

COED students whose primary language was other than English

students of the area Middle and High Schools

out of school youth and adults

With varying degrees of English Language Communication Skills and who were limited or without occupational skills necessary to pursue a career in the English speaking world of work. Individuals needing retraining or upgrading of skills were also accepted.

Persons ranging in age from twelve (12) to fifty eight (58) years old applied for entrance in the program. A balance of females and males was noted during the registration procedures.*

The language proficiency of the participants was, in general, not considered

in choosing the participants for the program. Therefore, students were:

Monolingual Spanish

Bilingual

Monolingual English

During the school year 1979-80 students were 93% Limited English Proficient 5% Bilingual 2% Monolingual English

Supportive services included:

academic guidance	personal guidance
vocational guidance	living/coping skills training
cultural exchanges	employment referral/counseling

After completing the required course cycles, each student was tested to ascertain that the individual was able to perform at least at the entry level in his/her field of studies. Students who met the program requirement, and satisfactorily completed their studies were awarded a certificate of completion. One hundred and seventeen persons were awarded certificicates at the ceremony held at COED on June 6, 1980

Although job placement was an out of the program jurisdiction, many were succesfully matched.

FINDINGS

1. The limited English proficient population of the Greater Newark area is in dire need of these programs and in the majority of the cases the instructor MUST be bilingual.

2. The learning of a trade CAN BE USED SIMULTANEOUSLY as a tool to teach more English.
The abilities of the limited English proficient person in a vocational program , witha Bilingual Instructor , enhances her/his abiility to learn more of a specific occupation.
It is also important to note that the Bilingfal Instructor uses the English language in the majority of her/his technical language presentations, therefore the student learns more English pertaining to the trade.

3. Females enrol in traditional male dominated occupations.

4. Ninety -five to ninety-eight percent of the students are unable to fill out a job application, properly.

5. Of the students that attended the Small Business Administration classes two business were established.

6. Persons in the Boiler class show more interest in being able to repair a boiler than in obtaining the license to operate the boilers.

7. Persons enrolle' in the Dental class want further training in porcelain.

8. Health occupations students (Nursing Aides) found jobs immediately upon completion of the course.

9. English as a secojnd language classes and Vocational English as a second language classes have to be expanded.

10. One of the most heavily requested classes is the computer programming.

11. Age, economic level, level of responsibilities, distance and level of English language competency does not inferfere with the attendance to the classes.

DISSEMINATION

The Bilingual Vocational Education Program at COED has operated beyond the original proposal specifications. This happened as a result of the Program's intensive community outreach. Agencies, industry and organizations contacted were respective to our services and visualized the program as a means of achieving their goals in involving the target population.

The program has rendered services on a state-wide basis. The success obtained has been marked by the constant requests received daily from community and government agencies, private industry and organizations across the state.

The nature of our assistance has not only been with the initiation of similar vocational programs, but has contributed toward the development of other types of related programs or services.

The requests honored have been geared toward the limited English proficient communities in the states of New Jersey and New York.

Speakers from industry government agencies and community organizations made presentations about their services to the students and staff.

Mr. Joel Bloom from the EIC/NE gave a presentation on proposal writing to the members of several community agencies.

Mr. Sammy Rodrigues Vice president of United Jersy Bank gave a presentation how to establish keep a bank account and how to apply for bank loans.

Mr. Israel Vizcaino from Seton Hall University gave a talk on Adults and Continuing education at Seton Hall University.

Ms. Angela Fontan from Thomas Edison University gave presentations and counseled staff members, students and community persons in general on how to obtain college credits through examinations and getting credit from what you know.

Cross cultural activities were organized and participated in A Pan American celebration festival was organized and activities culminating with a song and dance

festival were held during Pan American week. Food, dance groups, musical groups and art exhibitions. Were part of the festival and also of the graduation exercises.

At each one of the above mentioned conferences and festivals the general interest was amazing. Neighborhood persons, not attending classes, came to the conferences. Word of mouth was a good message but the excellent coverage given by the Spanish speaking newspaper, EL DIARIO, to the program will always be invaluable. Radio and television stations held mini-conferences with the Program Coordinator and aired them frequently.

The program Coordinator gave several presentations on bilingual vocational education at diverse places throughout the state. Camden, Toms River, Long Branck, Elizabeth, Occupational Resource Center at Camp Kilmer Princeton (EIC Central), at several Newark agencies and community organizations.

RECOMMENDATIONS

1. In order to meet the needs of the limited English proficient persons, there is a need to train bilingual craftspersons interested in teaching in the state's vocational-technical schools, in bilingual vocational education methodologies.

2. In order to obtain funding for Bilingual Vocational Projects a proposal writing team should be organized. These persons would do research and prepare a listing of the federal agencies that fund vocational education, resource persons and other pertinent information. These team should also hold workshops on "how to apply for the available funds".

3. Expand industrial community relations through visits to industry by instructors and students, and invitations for industry to bring their persons in charge of production so as to establish programs that are valued and valid in the world outside of the vocational schools.

4. Organize a network of workshops, seminars and meetings for administrators, teachers, counselors and students to disseminate cross cultural and educational information.

5. Offer programs to include upgrading and retraining .

6. All available equipment at COED should be available for the evening students.

7. Offer a two week hands-on program for school administrators and counselors.

8. Write a proposal for Title I funds to offer remedial reading, mathematics, metric system and writing in the occupational shops.

9. Prepare a twilight program of vocational sampling.

10. Hire administrative and organizational bilingual personnel to plan, develop, and assess the bilingual vocational program.

COMPETENCY PROFILE

VOCATIONAL TEACHERS INSTRUCTING LIMITED-ENGLISH

OR NON-ENGLISH SPEAKING STUDENTS

A. Identify (promptly) students with limited-English language ability.

1. Interview prospective students.
2. Observe student behavior.
3. Implement oral language activity.
4. Assess listening skills.
5. Assess reading skills.
6. Assess writing skills.
7. Assess speaking skills.
8. Request language assessment by qualified staff.
9. Review and use student records.
10. Conduct team conference (parent, teacher, etc.).
11. Consult with other teachers.
12. ask student about his/her language ability.
13. Evaluate all collected data.
14. Assess students" ability to follow instructions.
15. Use occupational test scores.

B. Promote human and cultural awareness.

1. Identify cultural taboos (U.S.).
2. Exhibit empathy.
3. Use two way communication processes.
4. Exhibit personal interest in students.
5. Avoid cultural and sex stereotyping.
6. Recognize and respect different social and cultural behaviors.
7. Avoid exhibiting cultural bias (e.g. body language).

8. Propagate the beauty, merit, and vietue of multiculturalism.
9. Promote intercultural understanding.
10. Provide opportunities for social interaction.
11. Explain acceptable occupational behavior.
12. Arrange for Folk (lore) festivals.
13. Identify students undergoing "culture shock".
14. Counsel and/or refer students undergoing "culture shock".
15. Make family contacts.
16. Identify students undergoing family nostalgia.

C. Build a positive self-image.

1. Maximize positive reinforcements
2. Provide multilingual hygiene information.
3. Emphasize special talents (skills, aptitudes, language).
4. Stress personal appearance.
5. Stress development of positive attitudes.
6. Instill personal motivation.
7. Express high expectations for students.
8. Persist in encouraging students.

D. Prepara instructional materials.

1. Develop illustrated handout materials.
2. Develop bilingual instructional materials.
3. Modify instructional time allotment.
4. Develop individualized learning packages.
5. Develop visual aids that reflect cultural groups.
6. Develop teachers' manual (safety rules, ethics package, glossaries).
7. Develop special student manual.

8. Develop student performance objectives.
9. Simplify existing instructional materials.
10. Locate and provide multimedia materials.
11. Develop instructional games.
12. Plan learning projects.
13. Prioritize instructional tasks.
14. Develop occupational-English-as-a-Second-Language.lessons.
15. Share occupational materials with language instructor.

E. Utilize community and educational resources.

1. Identify existing resources.
2. Use community resources to identify and recruit students.
3. Inform students of available social/cultural resources.
4. Refer students to appropriate academic resources.
5. Consult with advisory committee concerning employer expectations.
6. Identify bilingual job opportunities within the community.
7. Use community media to advertise program.
8. Make personal contacts to inform of availability of bilingual students.
9. Identify bilingual materials available within the community.
10. Locate and provide native langfage materials.
11. Identify role models within the community.
12. Use former students to evaluate program.
13. Advise students of language resources.

F. Use plain English.

1. Use simple sentence structure.
2. Reduce vocabulary to a minimum number of words.
3. Introduce new occupational terminology.

4. Provide students with simplified technical glossary.

5. Explain use of slang expressions.

6. Identify occupational synonyms.

7. Reinforce students' use of plain English.

8. Clarify properuse of English on an individual basis.

9. Speak slowly.

10. Listen more carefully.

C. Develop specialized instructional methods and techniques.

1. Maximize use of visual aids.

2. Maximize use of demonstrations.

3. Provide hands-on experiences.

4. Use bilingual students to instruct others.

5. Use a variety of tecniques to relate to individual learning styles.

6. Use role-playing techniques.

7. Use individualized learning packages.

8. Use simulation techniques.

9. Use role models.

10. Use guest speakers.

11. Use field trips.

12. Present information in small, discrete, and sequential steps.

13. Maximize use of actual objects and equipment.

14. Use competent peer teachers.

15. Use group discussions.

16. Use problem-solving techniques.

17. Use students' on-the-job experiences as case studies.

18. Provide students with technical bilingual dictionaries.

19. Use student vocational organizations.

20. Provide academic activities for student interaction.

21. Create a relaxed classroom atmosphere.

22. Ask nonparticipating students individual questions that they are capable of answering in English.

23. Use self-paced multimedia instructional systems.

24. Use computer assisted instruction.

25. Clarify course objectives for students as needed.

26. Use instructional games.

27. Use community involvement projects.

28. Coordinate skill training with language training.

29. Team teach with language instructor.

30. Maximize use of individualized instructional strategies.

31. Schedule private tutoring sessions.

32. Design individualized learning plan with student.

H. Expose students to the world of work.

1. Arrange for practice interviews with immediate feedback.

2. Explain U. S. work ethics and procedures.

3. Explain job expectations.

4. Demonstrate acceptable on-the-job communication.

5. Explain the woman's role on the job in the U. S.

6. Arrange for on-the-job visits to observe successful role models.

7. Arrange for exploratory occupational opportunities.

8. Provide occupational guidance.

9. Train students to prepare resumes which reflect their bilingual strengths.

10. Explain workers' job rights.

11. Introduce students to bilingual job opportunities.

12. Advise students to use teacher as job reference.

12. Advise students to use teacher as job reference.

13. Sensitize employers to bilingual students.

I. Evaluate student performance.

1. Devise alternative testing procedures.

2. Explain test-taking techniques.

3. Provide bilingual test if appropriate.

4. Minimize fear of testing.

5. Monitor student progress more frequently.

6. Review test results individually as needed.

7. Share evaluation data with support staff.

8. Devise one set of minimum performance standards for all students.

9. Reinforce necessity of meeting minimum performance standards.

10. Correct student performance more diplomatically.

11. Develop self-evaluation tools.

MEDICAL TERMINOLOGY
TERMINOS MEDICOS

THE HUMAN BODY
EL CUERPO HUMANO

SPANISH/ESPANOL	ENGLISH/INGLES
Divisiones Anatómicas:	
Divisiones Anatómicas:	
abdómen	abdomen
cabeza	head
cuello	neck
pecho	chest
El Esqueleto	The Skeleton
el cráneo/la calavera	skull
la clavícula	collar bone
el omóplato	shoulder blade
el esternón	breastbone
la costilla	rib
la espina dorsal	backbone/spine
la cadera/la pelvis	hip bone/pelvis
la rótula	kneecap
El Cuerpo	The Body
el cabello/el pelo	hair
la cabeza	head
el cuello	neck
la garganta	throat
el hombro	shoulder
el pecho	chest
la espalda	back
la cintura	waist
el estómago	stomach
la cadera	hip
las nalgas	buttocks
la axila/ socabo	armpit
el brazo	arm
la parte superior del brazo	upper arm
el codo	elbow
el antebrazo	forearm
la muñeca	wrist
el puño	fist
la mano	hand
la palma	palm
el pulgar	thumb
el dedo	finger
la uña	nail/fingernail
la pierna	leg
el muslo	thigh
la rodilla	knee

SPANISH/ESPAÑOL	ENGLISH/INGLES
Sistema Digestive:	
boca	mouth
ciego	coecum
conducto biliar	bil duct
duodeno	duodenum
esófago	esophagus
estómago	stomach
farinne	pharinx
hígado	liver
íleo	ileum
intestino	intestine
pancreas	pancreas
yeyuno	jejunum
vesícula biliar	gall bladder
Sistema Genito - Urinario	
pélvis del riñón	pelvis of the kidney
riñón	kidney
uretra	urethra
ureter	ureter
vesícula urinaria	bladder
Sistem Cardiovascular:	
arteria	artery
aorta	aorta
aurícula	auricle
corazón	heart
vaso sanguíneo	blood vessel
vena	vein
Sistema Oseo:	
cartílago	cartilage
hueso	bone
médula osea	bone marrow
Sistema Nervioso:	
cerebelo	brain (cerebellum)
cerebro	brain (cerebrum)
nervio	nerve
Sistema Cutáneo y Sub-Cutáneo:	
grasa (tejido adiposo)	fat
músculo	muscle
piel	skin

SPANISH/ ESPANOL	ENGLISH/INGLES
El Cuerpo	**The Body**
la pantorrilla	calf
el tobillo	ankle
el pie	foot
el talón	heel
el empeine	instep
la planta del pie	sole
el dedo del pie	toe
La Cara	**The Face**
el ojo	eye
la nariz	nose
la oreja	ear
la boca	mouth
la mejilla/el cachete	cheek
el mentón/la barbilla	chin
la sien	temple
la frente	forehead
la quijada/la mandibula	jaw
el bigote	mustache
el barba	beard
el diente	tooth
el labio	lip
la lengua	tongue
El Ojo	**The Eye**
el globo ocular	eyeball
la ceja	eyebrow
el párpado	eyelid
las pestañas	eyelashes
la pupila	pupil
el iris	iris
Los Organos Internos	**The Insides**
el cerebro	brain
la tráquea	windpipe
el corazón	heart
el pulmón	lung
el higado	liver
el riñón	kidney
los intestinos	intestines
la vejiga	bladder
la vena	vein
la arteria	artery
el músculo	muscle

SPANISH/ESPAÑOL	ENGLISH/INGLES
<u>Sistema Respiratorio</u>:	
amigdala	tonsil
nariz	nose
bronquio	bronchus
laringe	larynx
traquea	trachea
pulmón	lung

COED
THE CAR
EL AUTOMOVIL/EL COCHE
EL CARRO/LA MAQUINA

SPANISH/ ESPANOL	ENGLISH/ INGLES
el espejo retrovisor	rearview mirror
la cajuela/el baúl/la maleta	trunk
el tapón de la gasolina	gas cap
la luz trasera/el farol de cola	taillight
la luz indicadora/la direccional	turn signal
la defensa	bumper
el tubo de escape/el mofile	exhaust
la llanta/el neumática/la goma	tire
la antena	antenna/aerial
el parabrisas	windshield
el limpiaparabrisas	windshield wiper
el tablero (de mandos)/la pizarra	dashboard
el medidor de gasolina	fuel/gas gauge
el encendido/la ignición	ignition
el obturador de aire	choke
el velocimetro	speedometer
el volante/el guia/el timón	steering wheel
el acelerador	accelerator
el freno	brake
el embrague/el cloche	clutch
la palanca de velocidades	gearshift
el freno (de mano)	hand/emergency brake
el asiento	seat
el cinturón de seguridad	seat/safety belt
el radio (de automóvil)	car radio
la capota/la tapa	hood
la plancha del radiador	grill
la placa (de matricula)/la chapa	license plate
el farol delantero	headlight
el tapón/el tapabocina	hubcap
el motor	engine
la bateria/el acumulador	battery
el radiador	radiator
el distribuidor	distributor
la bujia	spark plug
la cabeza del cilindro	cylinder head
el sedán	sedan
el descapotable/el convertible	convertible
el cupé	sports coupe
la camioneta	station wagon

TOOLS AND IMPLEMENTS/ Herramientas E IMPLEMENTOS

Spanish	English
prensa de banco/ morsa	bench vise
prensa de tornillo	screw clamp / c clamp
calibrador de micrometros	micrometer caliber
serrucho	saw
taladro de mano	gear hand drill
sierra circular	circular saw blade
buril/ mecha /barreno	trimming knife
martillo	hammer
martillo de cincelar	chipping hammer
martillo de remachar	riveting hammer
martillo de bordear	flue bending hammer
mazo/maza/ martillo de madera	wooden hammer
martillo mecanico	power hammer
herramientas electricas	power tools
taladro rapido	high speed drilling machine
taladro electrico	power drill
sierra electrica	power saw
taladro electrico de presion	power drill press
prensa de taladros de banco	bench drill press vise
taladro de bocas multiples	multiple drilling machine
maquina de atornillar	electric screw driver
accesorios	accesories
pulley	polea
polea conica	cone pulley
polea de madera	wooden pulley
polea de llanta	crown pulley
polea entera/ maciza	solid pulley
engranaje pequeno	cone pulley pinion
polea principal	guide pulley
polea loca	loose pulley
polea matriz	driving pulley
polea tensora	jockey pulley
polea loca y fija	fast and loose pulley
llaves	wrenches
llave para hacer fuerza sobre una pieza roscada	wrench spanner
llave tubular	box spanner
llave recta	straight spanner
llave de doble curva	S wrench
llave inglesa o de tornillo	screw wrench
llave de pasador	pin spanner
pinzas	pliers
alicates	plyers
alicates cortantes	cutting plyers
tenazas	
alicates de electricistas	electrician plyers

TOOLS AND IMPLEMENTS / HERRAMIENTAS E IMPLEMENTOS

Spanish	English
arandelas / roldana	washers
cortador de arandelas	washer cutter
arandela de cierre	lock washer
arandela de fibra	fibre washer
arandela de plomo	lead washer
arandela de presion	spring washer
herramientas de taller	shop tools
limas	files
lima dulce	fine file
lima extra fina	dead smooth file
lima finisima puntiaguda	crochet file
lima ovalada	crossing file
lima ligeramente concavada	equaling file
lima redonda	round file
lima plana	plane file
lima cuadrada	square file
lima media redonda	half round file
lima de ranurar	knife file
lima cuadrada puntiaguda	entering file
lima redonda pequeña	joint file
correas	belts
guia/conductor de correas	belt guide
correa abierta	open belt
correa crfizada	crossed belt
polea de transmision	drivintg pulley
correa sinfin	endless belt
correa flotante	floating belt
correa doble o solapada	two ply belt
herramientas de mano	hand tools
grampa/ prensa	vise grip wrench
pinzas de mecanico	combination pliers
tenacillas de cortar	cutting nippers
alicates de cortar alambre de puas	barbed wire cutters
alicated narigudos / pinzas	long nose pliers
martillo de bola	ball pin hammer
martillo de una / de construccion	nail hammer
llave inglesa de tuerca ajustable	moneky wrench
sierra / segueta de mano	hack saw
llave de boca fija	c spanner
llave de tubo/ de plomero	pipe wrench

Spanish	English
Motor en V	V Engine
Motor a gas	gas engine
motor a vapor	steam engine
motor de gases perdidos	wasted heat engine
motor de 8 cilindros	straight eight engine
motor con engrane (marinos)	seared down motor
motor de baja potencia	small motor
motor con cilindros en V	V Engine
motor de balancin	beam Engine
motor automotriz	automotive engine
motor marino	horizontal engine
motor forma V invertido	inverted V engine
motor con aletas (para enfriamiento)	air cooled engine
motor de dos tiempos	two stroke engine
motor radial	radial engine
motor con pistones opuestos	opposed piston engine
sistema de enfriamiento	cooling system
motor rotativo - motor Wankel	Wankel engine rotary engine
tapade tanque de la gasolina	fuel tank cap
filtro de gasolina	gas filter
carburador	carburetor
manivela, manigueta	crank
ciguenal	crankshaft
polea del ciguenal	crankshaft pulley
valvula	valve
valvula de admision o aspiracion	suction valve
valvula de reten	throttle valve
parte inferior del motor que encierra el ciguenal	crank case
bloque de cilindros	cylinder block
pieza que cubre la parte superior de los cilindros	cylinder head
cubeta de aceite	oil pan

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STUDENT CAREER INTEREST PROFILE

SCIP: A NEW APPROACH

The Student Career Interest Profile (SCIP) is an instrument for assisting students in clarifying their career interests and in making good decisions regarding a future vocation. Through the use of specially-selected survey materials and a unique presentation format, meaningful profiles are produced which provide a realistic starting point in a student's development of employability skills.

SCIP was developed at the Center for Occupational Education Experimentation and Demonstration (COED) as part of its mission to devise new and more effective approaches in preparing students -- primarily urban students -- for the world of work and rewarding careers. The profile instrument has been implemented with success among the 700 students from Newark area secondary schools who attend COED for occupational training. Although it was designed to meet the needs of the inner-city student population, the SCIP process is useful for any person approaching career decisions.

A Process - Not a Test

It should be made clear at the outset that the Student Career Interest Profile is not a test. It should not be referred to as a test or utilized as a test. It has not been validated or normed and does not produce a score. It's purpose is not to match people with jobs or training programs.

SCIP is a process between and among students and school personnel. This process allows for a sharing of likes, dislikes, experiences and feelings that a student expresses about himself or herself. This information provides an initial level of intervention in assisting the student in integrating these thoughts and feelings in terms of general vocational development and specific job-related interests.

SCIP is a counseling tool. It is student centered and reflective of individual student responses. As such, it is best utilized in a counseling relationship where a helping professional can assist the student in integrating the several components of SCIP. The end goal of this helping relationship should be to assist the student in making mature, intelligent decisions about the future as the student sees himself or herself as a participant-worker in that future.

Small-Group Sessions

In the SCIP process, a variety of survey materials is used to collect data regarding a student's values, general interests and activities, vocational interests, educational interests, and the origin and source of the interests. The data is gathered

by means of the student's participation in a small-group session conducted by a team of two specialists in career development. The success of the profile process depends in great measure on the format of the sessions and the atmosphere in which they are held. Each session is limited to 20 students and runs for about an hour.

The sessions include a discussion of career development and a series of exercises designed to inventory the interests of the students. The specific exercises used come from several sources, both inside and outside of COED. The format is COED's own and is geared especially for urban students. It includes verbal instruction, audio-visual presentations on various occupations, and background music. Since some of the students may have reading problems, everything in the exercises is read aloud by the presenting team and the students check off their responses.

At COED, the SCIP sessions are conducted in an automated classroom, which has tiered seating and audio-visual facilities. The setting is relaxed and informal. The SCIP sessions provide an enjoyable experience for students as well as a thought-provoking and growth-oriented experience.

An Enjoyable Experience

The students react to the sessions in a highly positive manner, with the result that fairly accurate assessments of their interests are produced. The positive reaction stems from the type of exercises used, the way the material is presented, the informal and relaxed atmosphere in which the sessions are conducted and the personalities of the staff members involved. The sessions are a salutary experience for the students. There is little of the anxiety often produced by paper and pencil exercises. There is a certain vitality in the sessions that overcomes their timidity. The students have a chance to express their views on a wide variety of topics. As a result of the sessions, students have a much better idea of what they really would like to do in life.

The data collected through SCIP forms a part of each student's profile data base, which also includes data from school records and other pertinent information. The data base is merely the start of a comprehensive student profile system and is an essential part of a career choice/change process which facilitates cluster program changes and remedial activities in accordance with the interests and abilities of the students as individually expressed and individually measured.

Counseling Function

SCIP serves a vital counseling function in that it yields valuable information for use by professional staff in giving assistance to students in the career choice/change process and in job development.

The greatest benefit that a student profile system provides is the opportunity for students to actively participate in the many decision making processes that affect their future. The raw data that the system collects is useful only in relation

to the process that students go through in learning more about themselves and in determining their own future based on an understanding of the alternatives available in relation to the needs expressed.

The success of the process depends not on the data but rather on the willingness of the staff to interact with the student and allow the student to participate in determining his or her future. The profile system is designed to meet student needs, not staff needs.

HOW SCIP CAME ABOUT

The Student Career Interest Profile was devised at COED in the summer of 1977 as a necessary first step in a structure being formed for the development of descriptive student profiles to be used in a comprehensive career counseling program. The COED staff believed that in order to best assist a student in achieving the maximum benefit from occupational training, it was necessary to have available a profile consisting of elements regarding a student's capabilities, achievements, attitudes, career goals, interests, self-awareness, career awareness and other pertinent data. Such data might be gathered from standardized tests, school records, questionnaires, evaluations by teachers, informal and formal references, parent conferences and self-ratings by the students.

The task of developing a profile system was given to two COED staff members who had been newly assigned to the area of career development under a restructuring of the center's operations -- Michael K. Robinson, career development supervisor, and Charmane Sparkman, educational measurement specialist. In planning for the use of a profile data base in the system, they sought an instrument that would give students an opportunity to express and examine their career interests and would produce information to form a necessary part of the data base. Standard instruments which had been used at COED over a period of time did not have the desired effectiveness when used with the type of student population which the center tries to reach -- the inner-city, disadvantaged teenagers who are potential dropouts. Experience has shown that the typical paper and pencil type standardized assessment devices are inappropriate for these students. Most of the students have a total fear of tests to begin with. They have a history of failure. They are afraid to express themselves in writing because they haven't done it well. Many can't, don't or won't read. They know very little about the world of work. They have a value system that is very different from that which suits employers.

Instrument Developed

When a thorough review of all materials available on the market failed to turn up an instrument that would address such factors, Robinson and Sparkman set about developing their own instrument. They re-worked some parts of existing materials, added materials they developed themselves and put them together to produce a meaningful instrument -- the Student Career Interest Profile.

SCIP was developed by Robinson and Sparkman for implementation at the start of the school year in September, 1977, as a preliminary part of a newly-scheduled series of coordinated, student-centered activities designed to allow students to develop employability skills. Documents were prepared describing the profile system and its relationship to the educational and training process at COED. Briefing sessions on the system were held for COED's vocational-industrial supervisors, counselors and instructors. Implementation of the SCIP data-gathering sessions was begun on September 27, with Robinson and Sparkman operating as a team in conducting daily morning and afternoon sessions. By late November, nearly all of COED's 700 students had participated in the sessions and the effectiveness of SCIP was recognized.

OBJECTIVES

The overall objective of the Student Career Interest Profile is two-fold: 1) to provide students with an opportunity to clarify goals and interests and begin to make appropriate, realistic decisions concerning their vocational aspirations and 2) to provide staff with initial student-determined indicators of student goals and interests so as to better meet individual student needs.

The data supplied by SCIP will:

1. Assist the student in becoming aware of how interests may be useful in planning for the future.

2. Assist the student in understanding the ways in which specific vocational interests apply to each occupational cluster offered.

3. Provide insight into the vocational and educational aspirations of each student.

4. Provide insight into the appropriateness or reality of student goals.

5. Provide a departure point in determining the need for additional individual and/or group assistance in clarifying interests, establishing goals and making decisions in relation to the student's vocational development.

6. Provide an initial indicator of the need for affective components of the educational and training process.

COMPONENTS

The Student Career Interest Profile consists of the following specific components, each with its own purpose.

I. VALUES SURVEY: Student rank-orders a number of commonly held values (1-9). This exercise provides the lead-in to the profile and is of use as a counseling tool in discussing possible inconsistencies with stated goals as indicated in other sections of the profile.

II. GENERAL INTERESTS: Student indicates preference or interest in various school subjects, extra-curricular activities, and skills. These indices will, to a certain extent, show the degree to which the student favors performing certain job tasks characteristic of a number of occupations.

III. VOCATIONAL INTERESTS: Student responds favorably or unfavorably toward pictures and written descriptions of tasks relating to a variety of occupations. Student indicates the extent to which he or she would want to engage in each of these job tasks.

IV. EDUCATIONAL INTERESTS: Student checks items that reflect his or her own feelings toward school. This provides an opportunity to discuss educational goals and to compare and contrast these goals with vocational plans.

V. CAREER CLUSTER INTERESTS: Student checks jobs offered in all the clusters offered which interest them. This exercise provides a basis for learning which cluster may be most suitable for a student. It also provides a comparison between the cluster jobs and other expressed job interests as stated in the profile.

VI. ORIGIN AND SOURCE OF INTERESTS: Student is asked to respond to a series of questions concerning his or her ideal job (fantasy and reality) and where the interest in and knowledge of that job came from. This provides insight into the motivation toward that job as well as insight into the degree of influence others have played in the vocational development of the student.

SCIP PRESENTATION OUTLINE

In the Student Career Interest Profile (SCIP) system, students participate in a one-hour session where information is gathered to provide a starting point in their vocational development. The success of the system stems mainly from the format of these sessions, the atmosphere, the materials used and the presentation methods. The following outline of a SCIP session as conducted at COED will provide a basic understanding of these factors.

I. Physical Atmosphere of the SCIP Session

A. Music playing as students enter (a vocal, rock-type song).

B. Approximately 20 students per session.

C. Every other seat utilized for comfort and privacy.

D. Folder for materials is in front of each seat to be occupied.

E. Seating is tiered for maximum vision.

F. Lighting kept relatively low.

NOTE: Some of the materials used in components of SCIP have been adapted from other sources. Where applicable, references are given to acknowledge these sources and to provide a guide for persons seeking additional related information.

II. Introduction to SCIP by Career Development Staff

A. Session conducted by two staff members (one is young, black and female; the other young, white and male) who alternate in presenting the various exercises and other components involved.

B. One staff member introduces the staff, defines SCIP as an aid to students in making good decisions, and explains agreements (i.e. keep unnecessary talk at a minimum, answer only for yourself, be honest with us, and participate).

C. Music continues in the background (goes from an initial vocal, rock-type song to easy, instrumental jazz).

D. Time allowed for discussion of "What is the most difficult thing about becoming an adult?" This question, posed on the first sheet of paper for the folder, is the first discussion in which the students participate. Discussion leads to the finding that making good decisions is one of the hardest things to do and that is what they will work on today through SCIP.

¿QUE ES LO MAS
DIFICULTUOSO
EN EL PROCESO
DE
CONVERTIRSE
EN
ADULTO?

III. Values Component of SCIP

A. The first data-producing exercise concerns a brief survey on values. Students are asked to define "value" and give examples prior to moving ahead with the survey itself.

B. Directions are read aloud by a staff member (this is done in each of the exercises) and each of the values listed is discussed before the students rank them.

C. Students then rank the values in order for themselves.

D. A brief discussion takes place on why values are important in making decisions.

Reference: Values Clarification, Sidney B. Simon; Leland W. Howe; Howard Kirschenbaum; Hart Publishing Co., Inc., New York, N.Y. 1972

NAME: _____

DATE: _____

CLUSTER: _____

BELOW ARE NINE VALUES THAT MANY PEOPLE FEEL STRONGLY ABOUT.

NUMBER THESE VALUES IN TERMS OF THEIR IMPORTANCE TO YOU.

NUMBER 1 WOULD BE MOST IMPORTANT, NUMBER 9 LEAST IMPORTANT.

VALUE SURVEY

_____ MONEY (ENOUGH TO BUY WHATEVER I NEED)

_____ SAFE PLACE FOR MY FAMILY TO LIVE

_____ A JOB THAT GETS ME RESPECT

_____ EASY LIFE (GOOD TIMES) (FEW RESPONSIBILITIES)

_____ FREEDOM (ABLE TO DO WHAT I WANT - WHEN I WANT)

_____ HAPPINESS (LIKING MYSELF: - HAVING PEACE OF MIND)

_____ PRIDE (PRIDE IN WHO I AM AND WHAT I DO)

_____ SOCIAL RECOGNITION (BEING WELL LIKED BY OTHERS)

_____ HEALTH (FREE FROM SICKNESS, LONG LIFE)

IV. General Interests Component of SCIP

A. Discussion of areas of likes and dislikes which must be known in order to make good decisions and how they tie in with values.

B. Directions for survey of general interests and activities read aloud and each item read.

C. Students check all those items that interest them.

Reference: Science Research Associates, Inc., Chicago, Ill. 1975

En esta página encontrarás nueve (9) conceptos a los cuales muchas personas le dan gran importancia. De acuerdo a la importancia que tienen para tí dichos valores, enumera del uno (1) al nueve (9) a cada uno de ellos. El que tenga mayor importancia debe comenzar por el número uno (1) el número dos (2) al que le siga, hasta llegar al número nueve (9) que ha de ser el de menor importancia.

_____	DINERO:	Poder tener mucho dinero para comprar lo que desee
_____	VIVIENDA:	Tener un lugar donde mi familia y yo podamos vivir tranquilos.
_____	TRABAJO:	Tener un trabajo que me brinde respeto.
_____	BUENA VIDA:	Vivir una buena vida sin tener responsabilidades ni preocupaciones.
_____	SER LIBRE:	Poder hacer lo que desee cuando yo quiera.
_____	FELICIDAD:	Estar conforme conmigo mismo y disfrutar de paz mental.
_____	ORGULLOSO:	Estar orgulloso de lo que soy y lo que haga.
_____	MEDIO AMBIENTE SOCIAL:	Me gusta que las personas tengan un buen concepto de mí.
_____	SALUD:	Poder vivir una vida larga y saludable.

INTERESES Y EXPERIENCIAS

Muchas de las cosas que le gusta hacer pueden ayudarle a empezar en un trabajo que le agrade. Muchas veces estos trabajos son los que ayudan a la gente a elegir sus carreras y profesiones. En esta página hay una lista de materias que se estudian en las escuelas, destrezas y actividades que tal vez le gusten. Ponga una señal en todas las que le interesen. (X)

MATERIAS RELACIONADAS CON LA ESCUELA;

__ leer
__ escribir
__ trabajar con números
__ hablar
__ llevar los libros de contabilidad
__ dibujo
__ taquigrafía
__ mecanografía (maquinilla)
__ ciencias
__ matemáticas
__ mecánica
__ inglés
__ artes manuales
__ economía doméstica
__ cuidado de la salud
__ _____

__ _____

__ manejo de maquinaria
__ perforadora (keypunch)
__ usar herramientas manuales
__ tratar con la gente

__ _____

__ _____

OTRAS DESTREZAS:

__ idiomas extranjeros
__ música y dibujo artístico
__ compraventas y actividades comerciales
__ natación y salvavidas
__ cocinar
__ cuidar niños
__ oficio de cajero
__ técnicas de venta
__ investigación
__ carpintería
__ reparación de automóviles
__ trabajo de oficina
__ dibujo de modas y modelaje
__ dibujo lineal (para la construcción)
__ reparación de aparatos domésticos
__ trabajo electrónico
__ trabajo con carrocería de automóviles
__ ayuda a los enfermos

ACTIVIDADES EXTRACURRICULARES:

__ periódicos y revistas literarias
__ debates
__ anuarios (libro de actividades de la escuela)
__ clases particulares (tutoría)
__ deportes
__ política
__ comedia, drama
__ música
__ fotografía
__ crucigramas y juegos de palabras
__ maquetas (edificios modelo)
__ chaquete, damas y ajedrez
__ actividades al aire libre (alpinismo, acampadas)

__ _____

__ _____

INTERESTS AND EXPERIENCES

Many of the things you like to do can lead into beginning jobs. Often these first jobs are what lead people to their careers. Below are listed a number of school subjects, skills, and activities that you might like to do. Check all those that interest you.

SCHOOL AND RELATED SUBJECTS:

- __ reading
- __ writing
- __ working with numbers
- __ speaking
- __ bookkeeping
- __ drafting
- __ steno, shorthand
- __ typing
- __ science
- __ math
- __ shop/mechanics
- __ english
- __ arts and crafts
- __ home economics
- __ health
- __ _____
- __ _____

ADDITIONAL SKILLS:

- __ foreign languages
- __ music, drawing
- __ wheeling and dealing
- __ swimming, lifesaving
- __ cooking
- __ child care
- __ cash register
- __ selling techniques
- __ research
- __ carpentry
- __ car repair
- __ clerical
- __ fashion design, modeling
- __ drawing
- __ appliance repair
- __ electronics work
- __ auto body work
- __ helping sick people
- __ operating machines
- __ keypunch
- __ using hand tools
- __ getting along with people
- __ _____
- __ _____

EXTRACURRICULAR ACTIVITIES:

- __ newspaper, literary magazine
- __ debate
- __ yearbook
- __ tutoring
- __ sports
- __ politics
- __ plays, drama
- __ music
- __ photography
- __ word games
- __ model building
- __ backgammon, checkers, chess
- __ outdoor activities (hiking, camping)
- __ _____
- __ _____

V. Vocational Interests Component of SCIP

A. Discussion of vocational interests as opposed to general interests, leading to a definition of "vocational" terms of skills and jobs and their relationship.

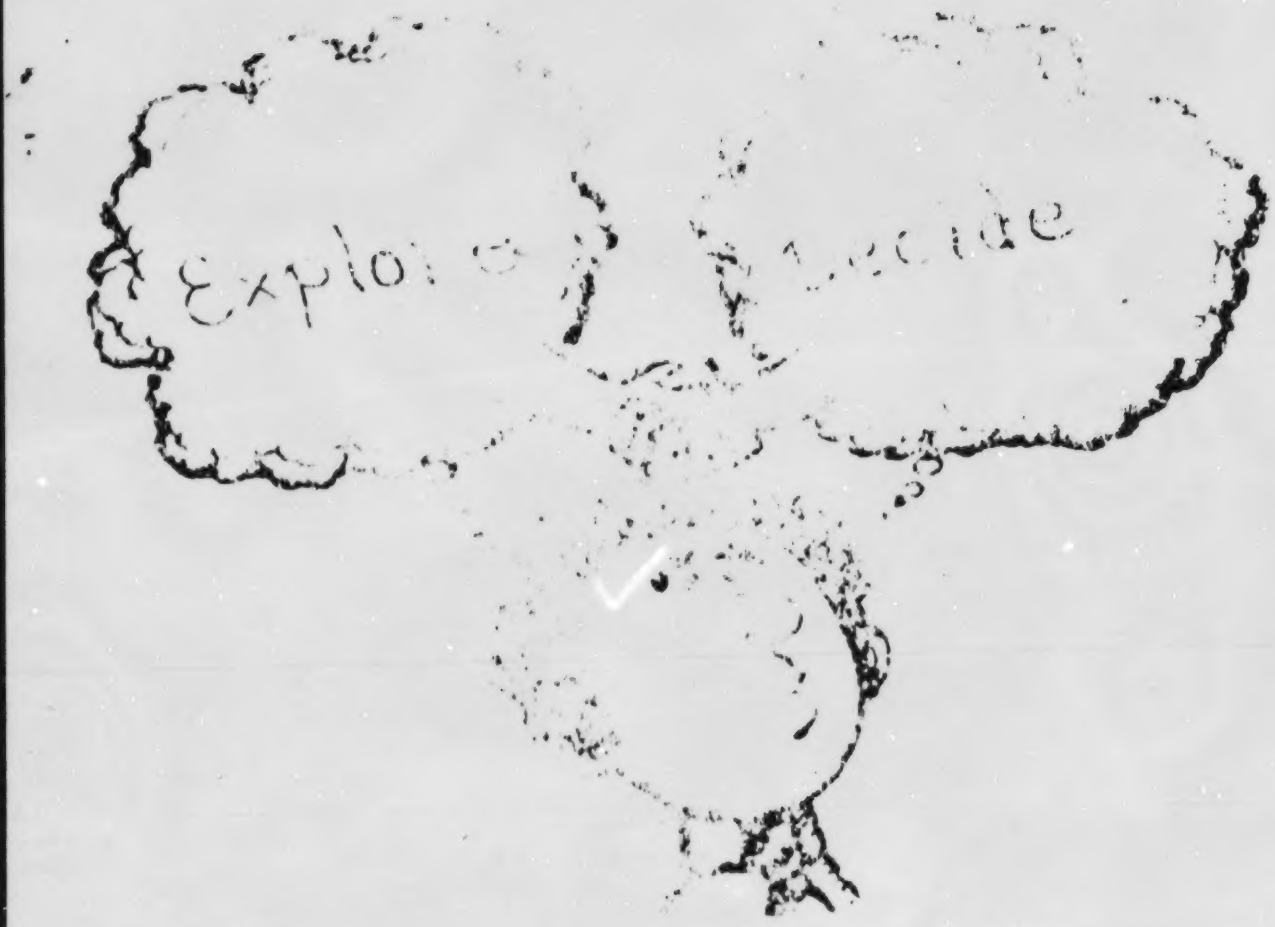
B. Booklet format provides a picture presentation as well as a written description of each picture.

C. The directions and first few items are read aloud to make sure the students understand the exercise. If they prefer they can proceed at their own pace or staff will continue to read every item.

D. Brief remarks are made as a summary of the exercises so far and the relatedness of values, general interests and vocational interests.

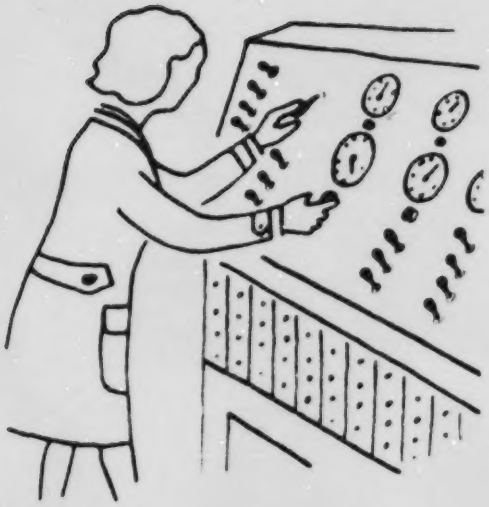
Reference: Program for Assessing Youth Employment Skills (PAYES).

Norman Freeberg, Educational Testing Service, Princeton, New Jersey 1970



Los dibujos de este libro muestran varias clases de tareas que los empleados podrían hacer en su trabajo. Después de cada dibujo va a leer lo que Ud podría pensar acerca de cada trabajo. Ponga una marca en el cuadro que expresa mejor lo que Ud siente sobre cada uno de esos trabajos.

The pictures in this booklet show different kinds of work that people might do on a job. After each one, it tells ways you might feel about doing such work. Put a check in the box next to the way that tells best how you feel about doing that kind of work.



Read dials and adjust switches in a research laboratory.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Be responsible for taking care of office files.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Leer los discos y ajustar los conmutadores en un laboratorio de investigación

- [ ] Muy malo - Yo no podría hacer eso.
- [ ] No muy bueno - Podría hacerlo, pero no me gustaría.
- [ ] Eso está bien - No tengo inconveniente (No tendría problema) en hacerlo.
- [ ] Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Ser responsable de manejar los archivos de una oficina.

- [ ] Muy malo - Yo no podría hacer eso.
- [ ] No muy bueno - Podría hacerlo, pero no me gustaría.
- [ ] Eso está bien - No tengo inconveniente (No tendría problema) en hacerlo.
- [ ] Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Ayudar a familias pobres que tienen problemas.

| | Muy malo - Yo no podría hacer eso.

| | No muy bueno - Podría hacerlo, pero no me gustaría.

| | Eso está bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

| | Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Cocer o cocinar pan en grandes hornos.

☐ Muy malo - Yo no podría hacer eso.

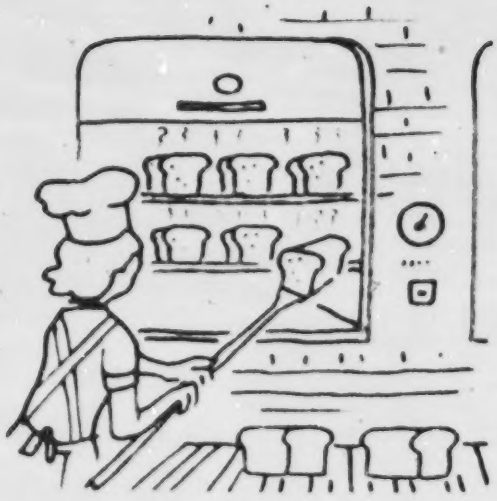
☐ No muy bueno - Podría hacerlo, pero no me gustaría.

☐ Eso está bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

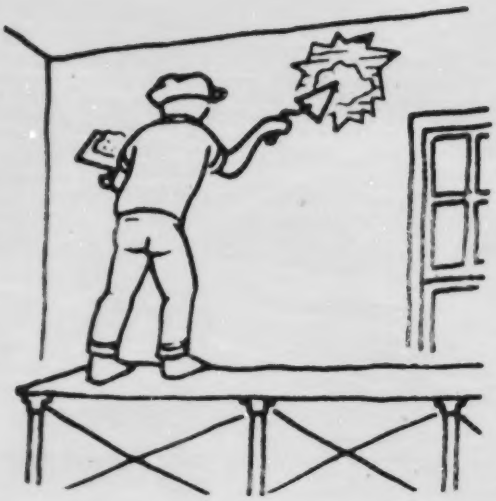
Help poor families that have problems.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.



Bake bread in large ovens.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

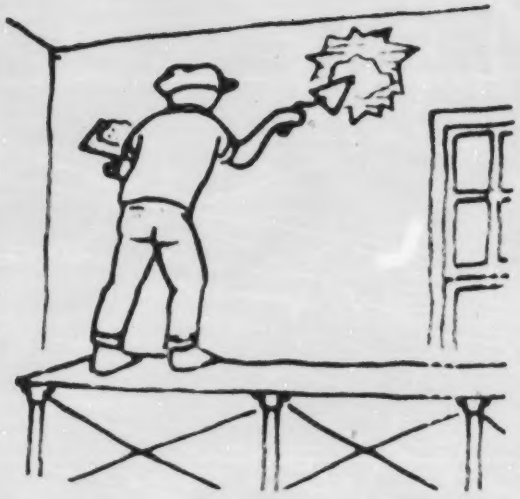


Put plaster on walls and ceilings.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Do things for sick people in hospitals-like adjusting beds to make them comfortable.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.



Poner yeso en las paredes y en los techos.

- [ ] Muy malo - Yo no podría hacer eso.
- [ ] No muy bueno - Podría hacerlo, pero no me gustaría.
- [ ] Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- [ ] Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Ayudar a los enfermos en los hospitales, haciendo cosas como arreglarles la cama para que estén cómodos.

- [ ] Muy malo - Yo no podría hacer eso.
- [ ] No muy bueno - Podria hacerlo, pero no me gustaría.
- [ ] Eso está bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- [ ] Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Fix jewelry and watches.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Fix wires on telephone poles.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Arreglar prendas y relojes.

| | Muy malo - Yo no podría hacer eso.

| | No muy bueno - Podría hacerlo, pero no me gustaría.

| | Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

| | Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Arreglar cables en los postes de teléfono.

☐ Muy malo - Yo no podría hacer eso.

☐ No muy bueno - Podría hacerlo, pero no me gustaría.

☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Help people make travel arrangements.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Photograph scenery

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Ayudar a la gente haciendo arreglos para sus viajes.

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Fotografía de paisajes

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

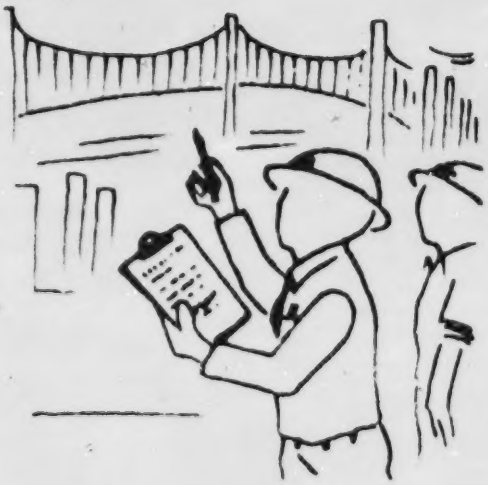
Manejar una máquina de oficina que hace toda clase de trabajo con papeles.

[ ] Muy malo - Yo no podría hacer eso.

[ ] No muy bueno - Podría hacerlo, pero no me gustaría.

[ ] Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

[ ] Eso es estupendo - Eso es exactamente lo que me gustaría hacer.



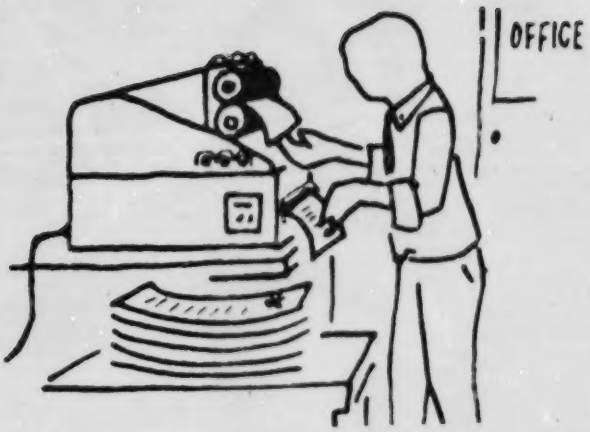
Encargarse de la construcción de un gran puente.

[ ] Muy malo - Yo no podría hacer eso.

[ ] No muy bueno - Podría hacerlo, pero no me gustaría.

[ ] Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

[ ] Eso es estupendo - Eso es exactamente lo que me gustaría hacer.



Run an office machine that handles all kinds of paperwork.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Take charge of the building of a large bridge.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Write up financial reports for a company.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Plant lawns, shrubs and bushes and take care of them.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Escribir informes financieros para una compañía.

☐ Muy malo - Yo no podría hacer eso.

☐ No muy bueno - Podría hacerlo, pero no me gustaría.

☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

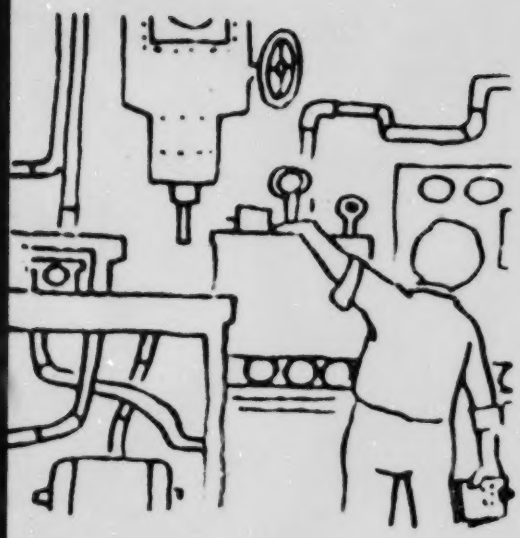
Plantar y cuidar la yerba, matas y arbustos.

☐ Muy malo - Yo no podría hacer eso.

☐ No muy bueno - Podría hacerlo, pero no me gustaría.

☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

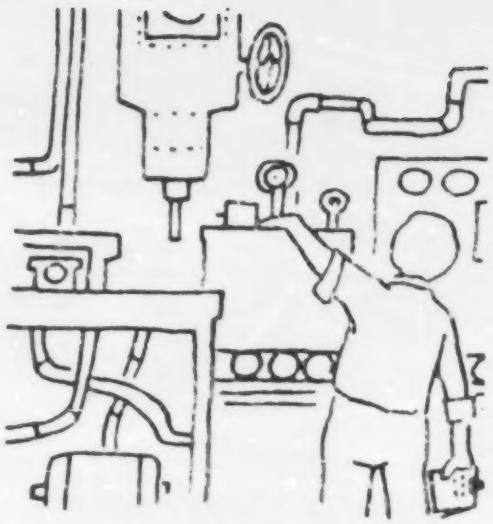


Inspeccionar maquinaria.

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

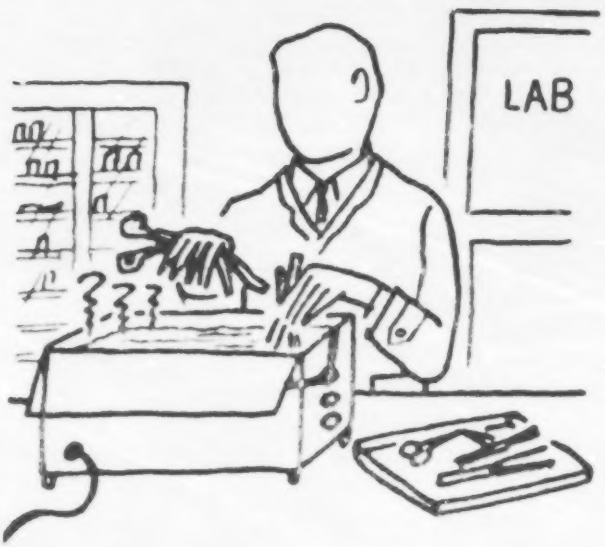
Esterilizar los instrumentos que se usan en un laboratorio.

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.



Inspect machinery.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.



Sterilize instruments used in a laboratory.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Do illustrations for a magazine.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Sell electronic equipment to people.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Dibujar las láminas para una revista.

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Vender equipo electrónico a los clientes.

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Ser gerente de un departamento de una tienda.

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Clasificar la correspondencia en una oficina de correos.

- ☐ Muy malo - Yo no podría hacer eso.
- ☐ No muy bueno - Podría hacerlo, pero no me gustaría.
- ☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.
- ☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Be a department manager in a retail store

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Sort mail in a post office.

- ☐ Pretty bad - I couldn't take doing it
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Cut and join metal with a welding torch.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Decorate a store window.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

Cortar y soldar metal con el soplete.

☐ Muy malo - Yo no podría hacer eso.

☐ No muy bueno - Podría hacerlo, pero no me gustaría.

☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

Decorar un escaparate.

☐ Muy malo - Yo no podría hacer eso.

☐ No muy bueno - Podría hacerlo, pero no me gustaría.

☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.

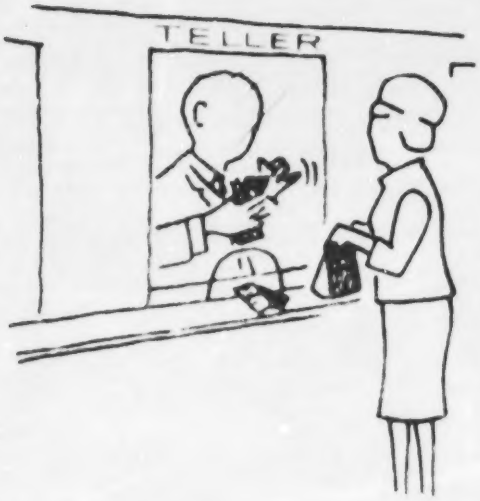
Manejar el dinero que los clientes de un banco depositan y retiran. (ponen y sacan el dinero).

☐ Muy malo - Yo no podría hacer eso.

☐ No muy bueno - Podría hacerlo, pero no me gustaría.

☐ Eso esta bien - No tengo inconveniente (No tendría mucho problema) en hacerlo.

☐ Eso es estupendo - Eso es exactamente lo que me gustaría hacer.



Handle the money that people put in and take out of the bank.

- ☐ Pretty bad - I couldn't take doing it.
- ☐ Not too good - I might do this but I wouldn't like it.
- ☐ This is OK - I wouldn't mind this too much.
- ☐ This is great - just the kind of thing I would like to do.

VI. Educational Interests Component of SCIP

A. Students reminded to be honest and to answer only for themselves - not how they think the staff members or others might want them to answer.

B. Directions for survey read aloud and each item read. Students check those responses about education with which they agree. They are free to change any item and to add more items to the original list.

C. The inter-relationship between education, job training and work is discussed.

Reference: Science Research Associates, Inc., Chicago, Ill. 1975

NOMBRE _____

FECHA _____

En esta página hay alguna afirmaciones sobre la escuela. Seguramente que ya tú, habrás oído a alguien diciendo esto mismo. Si tú estás de acuerdo con la opinión, pon una marca en la linea que hay delante. Puedes cambiar lo que se dice para que se exprese más claramente lo que tú crees. También puedes escribir lo que tú piensas de la escuela en las líneas en blanco que hay al final de la página.

___ QUIERO UN TRABAJO CON BUENA PAGA. PARA ESTO NECESITO GRADUARME DE UNA UNIVERSIDAD.

___ QUIERO EMPEZAR A TRABAJAR LO MAS PRONTO POSIBLE.

___ QUIERO SER UN EXPERTO EN ALGO.

___ ESTOY CANSADO DE LA ESCUELA.

___ ME GUSTA ESTUDIAR.

___ QUIERO QUEDARME EN LA ESCUELA MIENTRAS TENGA DINERO PARA PAGARLA.

___ QUIERO APRENDER MUCHAS COSAS, NO SOLAMENTE LO DE MI CARRERA O PROFESION.

___ YO YA SE COMO GANARME LA VIDA.

___ ME GUSTA APRENDER, PERO NO ME GUSTA LA ESCUELA.

___ PARA LO QUE YO QUIERO HACER ES NECESARIO LA PRACTICA Y LECCIONES PRIVADAS.

___ ME GUSTA ESCRIBIR PAPELES Y HABLAR CON LOS PROFESORES.

___ QUIERO APRENDER MI OFICIO AL MISMO TIEMPO QUE LO ESTOY PRACTICANDO: EN REALIDAD LA ESCUELA NO ME SIRVE PARA PREPARARME.

___ ME GUSTARIA IR A LA UNIVERSIDAD, PERO RESULTA DEMASIADO CARO.

___ NO ME IMPORTARIA TRABAJAR TIEMPO PARCIAL Y ESTUDIAR TIEMPO PARCIAL. (PART TIME)

___ NO ESTOY SEGURO SI CUALIFICO PARA INGRESAR A LA UNIVERSIDAD, PERO ME GUSTARIA SABERLO.

___ QUIERO MAS EDUCACION, PERO NO EN LA UNIVERSIDAD

___ QUIERO TRABAJAR POR UN TIEMPO ANTES DE DECIDIRME A CONTINUAR MI EDUCACION.

___ _____

___ _____

NAME _____

DATE _____

CLUSTER _____

Below are a number of statements you might have heard people say about school. If you agree with a statement, put a check on the line next to it. You may change any of the statements to make them sound more like you. You may also make up some more statements about school to fill in the blanks at the end of the list.

____ I WANT A JOB THAT PAYS WELL. FOR THAT I NEED A COLLEGE DEGREE.

____ I WANT TO STARTWORKING AS SOON AS I CAN.

____ I WANT TO BE AN EXPERT AT SOMETHING.

____ I'M TIRED OF SCHOOL.

____ I LIKE STUDYING.

____ I WANT TO STAY IN SCHOOL JUST AS LONG AS I CAN AFFORD IT.

____ I WANT TO LEARN ABOUT LOTS OF THINGS, NOT JUST MY CAREER.

____ I ALREADY KNOW HOW TO EARN A LIVING.

____ I LIKE LEARNING, BUT I DON'T LIKE SCHOOL.

____ WHAT I WANT TO DO REQUIRES PRACTICE OR PRIVATE LESSONS.

____ I LIKE TO WRITE PAPERS AND TALK TO TEACHERS.

____ I WANT TO LEARN MY JOB WHILE I DO IT: SCHOOL CAN'T REALLY PREPARE ME ANYWAY.

____ I WOULD LIKE TO GO TO COLLEGE, BUT THE COSTS ARE TOO HIGH.

____ I WOULDN'T MIND WORKING PART TIME AND STUDYING PART TIME.

____ I'M NOT SURE IF I'M QUALIFIED FOR COLLEGE, BUT I'D LIKE TO FIND OUT.

____ I WANT MORE EDUCATION, BUT NOT IN COLLEGE.

____ I WANT TO WORK FOR A WHILE BEFORE I DECIDE ABOUT MORE EDUCATION.

____ _____

____ _____

VII. Cluster Interests Component of SCIP

A. A summary of the activities thus far is discussed and students are told that they will now go on a tour of COED by slide presentation.

B. Slides are shown depicting each cluster and showing students involved in hands-on activities in the cluster.

C. The student has a sheet of paper indicating each cluster and actual jobs that one can train for at COED. The students are asked to watch the slides, listen to job names as they are read by the staff, and to check off any jobs (or clusters) that sound or look interesting to them.

Reference: Science Research Associates, Inc., Chicago, Ill. 1975

CAREER CLUSTERS

Here are 13 career clusters, actually available at COED, and representative of many job possibilities that exist in the work world. Check any of the jobs or clusters that sound interesting to you. Use the blank spaces to fill in other jobs you would like to explore.

MARKETING MERCHANDISING & MANAGEMENT

- Salesperson ___
- Advertiser ___
- Display Assistant ___
- Receiving Clerk ___
- Cashier ___
- Fashion Merchandiser ___
- Personnel Manager ___
- Buyer ___

3. _____

FOOD SERVICES

- Short Order Cook ___
- Counter Worker ___
- Dishwasher ___
- Bread Baker ___
- Salad Maker ___
- Cake Baker ___
- Dietary Aide ___
- Cake Decorator ___
- Chef ___

1. _____

DRAFTING & DESIGN

- Sheetmetal Drafter ___
- Drafting Clerk ___
- Technical Illustrator ___
- Electronic Drafter ___
- Engineer ___
- Mechanical Drafter ___

4. _____

INDUSTRIAL MECHANICS

- Milling Machine Operator ___
- Set-up Worker ___
- Tool Grinder ___
- Drill Press Operator ___
- Lathe Operator ___
- Material Handler ___

2. _____

AUTO RECONDITIONING

- Auto Body Helper ___
- Seat Cover Installer ___
- Tire Repairer ___
- Masker/taper ___
- Brake Installer/Repairer ___
- Auto Painter ___
- Service Station Attendant ___
- Tool/Parts Clerk ___
- Auto Mechanic ___

6. _____

HEALTH OCCUPATIONS

Dental Waser ___
First-aid Attendant ___
Ward Clerk ___
Licensed Practical Nurse ___
Medical Laboratory Technician ___
Dental Technician ___
Nurse's Aide/Orderly ___
Psychiatric Aide ___
Registered Nurse ___

6. _____

_____

DATA PROCESSING

Data Clerk ___
Computer Operator ___
Control Clerk ___
Data Typist ___
Peripheral Equipment Operator ___
Verifier Operator ___
Computer Programmer ___
Key-Punch Operator ___

8. _____

_____

ELECTRICITY & ELECTRONICS

Electronic Assembler ___
Radio/TV Repairer ___
Construction Electrician ___
Electrical Engineer ___
Component Inspector ___
Radio & Electrical Inspector ___

11. _____

_____

ENVIRONMENTAL SYSTEMS CONTROL

Air Conditioning Installer/Estimator ___
Oil Furnace Repairer/Installer ___
Boilermaker ___
Air Conditioning Repairer ___
Gas Furnace Repairer/Installer ___

12. _____

_____

VISUAL COMMUNICATIONS

Bookbinder ___
Lithographic Press Plate Maker ___
Offset Press Operator ___
Lay-out Person ___
Printer ___
Copy-camera Operator ___

9. _____

_____

_____

CONSTRUCTION TRADES

Framer ___
Plasterer ___
General Carpenter ___
Roofer ___
Sheet Rock Installer ___
Block/Brick Mason ___
Painter ___
Insulator ___
Carpet Installer ___

7. _____

_____

ELECTRO-MECHANICAL SYSTEMS

Appliance Repairer ___
Coin Machine Servicer ___
Vending Machine Repairer ___
Electronic Assembler ___
Office Machine Servicer ___

13. _____

_____

OFFICE OCCUPATIONS

Bookkeeper ___
File Clerk ___
Stenographer ___
Payroll Clerk ___
Receptionist ___
Secretary ___
Accounts Clerk ___
Typist ___
Junior Accountant ___

10. _____

_____

VIII. Origin and Source Questions Component of SCIP

A. After the slide "tour" it is explained that all of the preceding exercises were part of an overall view of the student's likes, dislikes, interests, and feelings about work and related areas. This last exercise will specifically ask them to indicate one job they hope to succeed at some day and how they arrived at this goal.

B. This exercise is done twice -- once to get a realistic job goal and once to get at fantasy (i.e. it is asked: "If you could have any job in the world what would it be?")

C. There is discussion about reality and fantasy, goals, and related areas.

D. Other questions related to the source and origin of job goals are asked and explained. This is the only exercise where the students have to write.

NAME _____

DATE _____

CLUSTER _____

ORIGIN AND SOURCE QUESTIONS

1. SPECIFY ONE JOB IN WHICH YOU HOPE TO SUCCEED SOME DAY?

2. HOW OLD WERE YOU WHEN YOU FIRST RECOGNIZED THIS GOAL?

3. HOW WERE YOU FIRST ATTRACTED TO THIS JOB?

   A. DREAMS.

   B. TELEVISION

   C. FRIENDS OR RELATIVES TELLING ME ABOUT IT.

   D. READING ABOUT THE JOB.

   E. KNOWING SOMEONE WHO HAS THIS JOB.

   F. OTHER

4. DO YOU KNOW ANYONE PRESENTLY WORKING AT THIS JOB?

5. HAVE YOU DISCUSSED THEIR JOB WITH THEM?

6. HAVE THEY ENCOURAGED OR DISCOURAGED YOU? HOW?

NOMBRE: _____

FECHA: _____

PREGUNTAS IMPORTANTES ACERCA DE TUS METAS.

1. EXPLICA ACERCA DE UN OFICIO EN EL QUE TU ESPERAS TENER EXITO ALGUN DIA.

2. ¿ QUE EDAD TENIAS TU CUANDO TE DISTE CUENTA DE QUE ESA ERA TU META ?

3. ¿ COMO EMPEZASTE A SENTIRTE ATRAIDO HACIA ESE TRABAJO ?

   A. SUEÑOS

   B. TELEVISION.

   C. AMIGOS O PARIENTES QUE ME HABLABAN DE ESO.

   D. LEYENDO SOBRE ESE TRABAJO.

   E. CONOCI ALGUNOS AMIGOS QUE TENIAN ESE TRABAJO.

   F. OTRA FORMA

4. ¿ CONOCES AHORA A ALGUIEN QUE ESTE HACIENDO ESE TRABAJO ?

5. ¿ HAS HABLADO CON ELLOS ACERCA DE TU TRABAJO ?

6. ¿ TE HAN ANIMADO O TE HAN DESANIMADO ? ¿COMO?

IX. Wrap Up

A. Music Picks up towards the end of the session and a summary is made of the process just completed.

B. An opportunity is presented for response by the students.

C. The completed exercises are left in the folders to be analyzed by the career development staff and to become part of each student's "working" profile.

INTERPRETATION OF SCIP DATA

Careful and thorough analysis of the data supplied by the Student Career Interest Profile is essential in order to maximize the use of SCIP in the career development process. SCIP provides school personnel with a packet of information not otherwise available and permits an initial insight into a student's career interests and preferences. It is important, therefore, that school personnel know how to interpret the data.

When SCIP was first implemented at COED, the career development staff formulated a set of guidelines on interpretation of the data and discussed them at inservice meetings with COED's supervisors, counselors and instructors. The guidelines proved of great value when the SCIP data was put to use in counseling sessions with individual students and in conjunction with the assessment of student progress and referral of students for special remedial help.

The guidelines on what to look for in interpreting the various components are as follows:

Values

1. Impractical or unhealthy choices
2. Avenues of appeal (social or vocational)
3. Discussion of highly mature choices: reinforcement

General Interests

1. Avenues of appeal (academic and social)
2. Hobbies or part-time job suggestions
3. Indications of need for interest development

Vocational Interests

1. Highly desired tasks
2. Highly undesired tasks
3. Contradictions: general interests/vocational interests
4. Attraction to motor or laborious type tasks as opposed to cognitive

Educational Interests

1. Highly desirable of educational atmosphere
2. Highly undesirable of educational atmosphere
3. Insecurity or indecision about educational plans for future
4. Prefer work as opposed to study: vice versa

Cluster Interests

1. Choice/change indications
2. Satisfaction with present choice

Origin and Source of Interests

1. Indication of specific goal
2. Amount of successful progressions toward attainment of goal
3. Discourage or encourage according to present status

SCIP INTERPRETATION WORKSHEET

Student Name _____ Cluster _____

Date _____

I. Value Survey: #1 _____ #2 _____

Possible areas of conflict concerning values and suggestions for related activities/counseling.

II. General Interests: Many Interests _____ average number of interests _____ few interests _____

General indication of interest in a) academic subjects
strong ____ average ____ weak ____

b) manual/vocational subjects
strong ____ average ____ weak ____

c) hobbies/sports/extracurricular
strong ____ average ____ weak ____

Possible clusters that might relate to stated general interests.
1) _____

2) _____

3) _____

III. Vocational Interests:

Highly desired tasks ("This is great" responses)

_____ _____

_____ _____

_____ _____

Highly undesired tasks ("Pretty bad" responses)

_____ _____

_____ _____

_____ _____

Major area of interest clustering appears to indicate that this person prefers working with:

a) People_____

b) Data_____

c) Things_____

The vocational interests of this person appear to complement_____ contradict_____his/her general interests.

Possible clusters that might relate to stated vocational interests.

1)_____

2)_____

3)_____

IV. Educational Interests:

Student's response to school is generally
positive_____ negative_____ undecided_____

Student's plans for the future point toward college or advanced training_____ work_____ combination of school & work_____

Does interest in school correspond to general & vocational interests? yes____ no_____ explanation

_____

_____

_____

V. COED Interests:

Top three cluster interests a)_____

b)_____

c)_____

These cluster interests do__ do not__ correspond with general interests and/or vocational interests.

If student is presently enrolled in a cluster at COED does it appear that a change in cluster might be advisable? yes___ no___

From_____ To_____

VI. Origin & Source Questions:

Does this student's specific goal correspond with other SCIP data (interests, values, etc.)? yes ___ no ___

Is this goal recent for the student? yes ___ no ___

Has the student progressed or made any attempt thus far to achieve this goal? yes ___ no ___

How _____

_____

_____

VIII. Suggested Activities to follow-up SCIP data. (Please specify-i.e. what media, what kinds of group activity etc.)

Media in Resource Center/other career exploration activities

Cluster Observation/Transfer

Parent Conference

Individual Research

Group Activities

Individual Counseling on a regular basis.